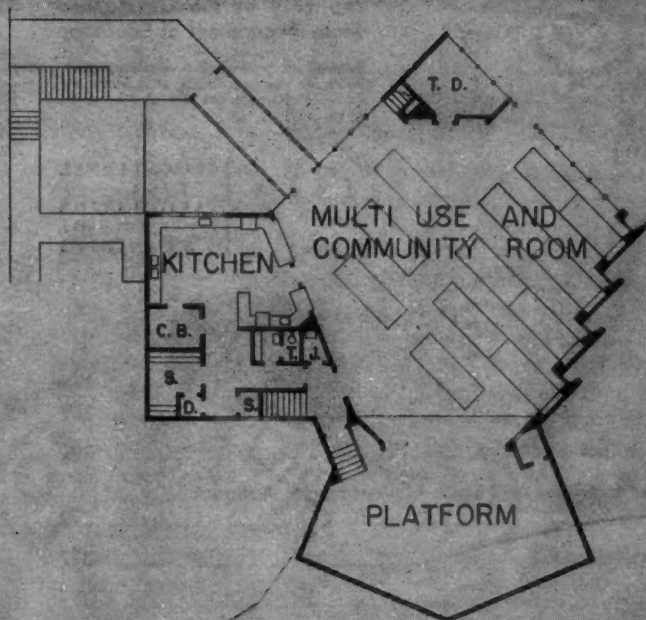


# CALIFORNIA SCHOOLS

NOVEMBER  
1956



BIG CREEK  
ELEMENTARY SCHOOL  
FRESNO COUNTY

# CALIFORNIA SCHOOLS

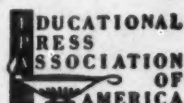
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THE COVER ILLUSTRATION shows the plan and elevation for the new Big Creek Elementary School to be constructed in Big Creek, Fresno County. The shape and design of the building reflect an endeavor to balance its multipurpose function as an educational and community center with its distinctive site in a mountain setting. Big Creek Elementary School District Superintendent and Principal, Wayne L. Keeley; Harvey H. Ferris of the Bureau of School Planning, State Department of Education; and Robert C. Kaestner, architect, co-operated on the project.

Legend for illustration: B—boys' toilet; CB—cold box (walk-in refrigerator); D—dumb-waiter; G—girls' toilet; GS—garbage storage; J—janitor's closet; P—practice room; S—storage; T—teachers' toilet; TD—teachers' dining room.

## IN MEMORIAM

MARGARET RAUCH, Administrative Assistant to Roy E. Simpson, Superintendent of Public Instruction, passed away in Sacramento on September fifteenth.

Miss Rauch was born at Fort Benton, Montana, and began her professional career as Secretary to C. G. Manning, who was then Superintendent of the Lewistown Elementary School District. After she had held this position for about ten years she moved to California and became Secretary to the Dean of Admissions at Pomona College, a position which she held for five years, and then became Secretary to Dr. Simpson, who was at that time Superintendent of the South Pasadena Elementary School District and South Pasadena-San Marino Union High School District. She had been in this position for six years when Dr. Simpson became Superintendent of Public Instruction and made her his administrative assistant.

Miss Rauch had high ideals, carried responsibility with dignity, worked tirelessly and with purpose, was loved by all who knew her, and was highly respected by all with whom she worked. In the memory of all who knew her Miss Rauch will live on.

## THE FUNCTION OF A SCHOOL AUDIT

FRANK M. WRIGHT, *Associate Superintendent of Public Instruction; and  
Chief, Division of Public School Administration*

An audit may be defined as an instrument to improve the administration of an agency. It is not, as many people assume, solely an instrument to detect dishonesty and fraud. The uncovering of deception may be a minor purpose of a post audit, but it is not the primary function. If this were the only benefit to accrue from an audit, it is doubtful if the expense would be justified. It is essential that reasonable checks be made to determine whether dishonesty or fraud exists in public business, and if it does, proper recovery must be made and full pressure of the law brought upon those who are responsible.

The most important function of an audit is to assist the administration of the agency for which the audit is being made, to the end that better procedures and controls may be established to enable the agency to operate more efficiently. Good records are essential to any organization, particularly public business. Competent auditors and accountants are qualified to pass upon what constitutes "good records."

Without question, the most important functional aspects of an audit—the advice and suggestions which the auditor may give to personnel responsible for the operation of an agency—are not always apparent in the final written report of the audit. Many suggestions, when talked over between persons well informed on the purpose of an agency, will result in vastly improved administration. However, this does not mean that an auditor or accountant should try to change the administrative structure of an educational agency on his own initiative. School administrators are apt to know more about the function of a school district and its operation than does anyone else; and when the technical knowledge of an accountant and the experience of an administrator are brought to bear upon the problems at hand, better administration is bound to result.

There are other important functions of an audit. An audit is a protection to the school district and to the staff members who are responsible for the district's administration. Public officials can point with pride to a "clean bill of health" received from an outside impartial audit. The fact that the use of public funds and the personnel responsible for the administration of such funds have had a careful and detailed review by competent personnel, goes a long way toward instilling confidence in the minds of the public. It has been demonstrated that financial agencies are more willing to buy bonds at lower interest rates from districts with financial records in good order than from districts that have poor records in the administration of their funds and property.

Relationships between school officials and certified public accountants and public accountants generally have been good. However, there have been a few instances where individual auditors or accountants have become only partially informed on the problems of the administration of a unit, and on the basis of limited information, have decided that the procedures should be changed. In some instances they have attempted to effect changes without going through the proper channels of the agency's organization.

School officials should view with a great deal of interest a recent article<sup>1</sup> entitled, "Review of School District Audit Program" by Eric McLachlan, Chief, Audits Division, State Department of Finance, in which he says:

"Further complaints have emanated from school officials to the effect that certain members of the profession appear to have used limited knowledge gained from the examination of school districts in order to criticize educational administration. The profession is cautioned that although audits of school districts are made for the benefit of the taxpayer, the administrator, the legislator and local and state officials, confidential information should not be used in an attack upon our educational financial system any more than confidential information should be used when obtained in private engagements. One of the big advantages of the school district program has been the wide knowledge of school administration and procedures and governmental accounting that has been gained by the accounting profession. This has provided a backlog of trained technicians available for consultation and advice when needed. However, suggestions and recommendations for the improvement of the educational financial processes should be cleared through properly constituted committees of the profession or the Department of Education rather than as spontaneous individual efforts on the part of members of the profession."

School officials should not hesitate to give serious consideration to suggestions from competent professional personnel, but they have the right to believe that changes in the structure for administering the school system should emanate from those who are primarily responsible for its operation.

<sup>1</sup> *California Certified Public Accountant*, XXIV (August, 1956), 27-28.



## A THREE-YEAR REPORT OF EXPENSES AND STATE ALLOWANCES FOR AUTOMOBILE DRIVER TRAINING

RAY J. JOHNSON, *Chief, Bureau of School Apportionments and Reports*  
V. J. TANCRETO, *General Accountant*

Automobile driver training is defined as that type of instruction which has as its purpose the development of knowledge, attitudes, habits, and skills necessary for the safe operation of motor vehicles. It includes driving experience and observation in a dual control automobile. This training,<sup>1</sup> which includes behind-the-wheel driving, is not a program required by law and should not be confused with driver education,<sup>2</sup> which is required by law and consists in instruction given only in the classroom.

The State Board of Education has adopted rules and regulations<sup>3</sup> governing automobile driver training. A guide on driver instruction<sup>4</sup> has been prepared by the staff of the Bureau of Secondary Education of the California State Department of Education in co-operation with the Safety and Driver Education Committee of the California Association of Secondary School Administrators.

### STATE SUPPORT

The 1953 Legislature, recognizing the importance of a behind-the-wheel driver training program, enacted the "Stanley Driver Education and Driver Training Law"<sup>5</sup> to provide for allowances from the State School Fund for expense incurred by school districts in training pupils under such a program. Any school district maintaining a secondary school which includes any of the grades 9 to 12, inclusive, is eligible for such state aid. As reimbursement for the excess expense, districts may receive an allowance equal to 75 percent of the total excess expense of instructing pupils in the operation of motor vehicles. In no case may this reimbursement exceed a maximum of \$30 per pupil trained.

In order to assist in financing this program the Legislature provided for penalty assessments levied on all offenses involving violations of the California Vehicle Code.<sup>6</sup> The schedule of assessments follows:

1. Jail sentence without fine, \$1.00.
2. Where a fine is imposed, \$1.00 for each \$20.00 of fine or fraction thereof.
3. If jail sentence is suspended, \$1.00; if other than jail sentence is suspended, assessment is based on amount of fine levied, \$1.00 for each \$20.00 of fine, or fraction thereof.

<sup>1</sup> Education Code Section 10205.

<sup>2</sup> Education Code Section 10204.

<sup>3</sup> California Administrative Code, Title 5, Education, Sections 172-73.

<sup>4</sup> *Driver Instruction: A Guide for Driver Education and Driver Training*. Sacramento: California State Department of Education, 1953.

<sup>5</sup> "Stanley Driver Education and Driver Training Law", Chapter 1877, Statutes of 1953.

<sup>6</sup> California Vehicle Code, Section 773.

4. If bail is forfeited, \$1.00 for each \$20.00 of bail, or fraction thereof.
5. Where multiple offenses are involved the penalty assessment is based on the total fine or bail for all offenses, or \$1.00 for each jail sentence.

Table 1 shows the number of districts and the amounts allowed to such districts as reimbursement based upon: 1) 75 per cent of the excess expense; and 2) the maximum of \$30 times the number of pupils trained.

TABLE 1

**BASIS OF REIMBURSEMENT FOR DRIVER TRAINING PROGRAM, NUMBER OF DISTRICTS OFFERING THE PROGRAM AND AMOUNTS ALLOWED**

Basis of Reimbursement	1953-54		1954-55		1955-56	
	Number of Districts	Amount Allowed	Number of Districts	Amount Allowed	Number of Districts	Amount Allowed
75 per cent of total excess expense.....	87	\$310,307.55	81	\$257,259.49	84	\$419,243.00
\$30 times number of pupils trained.....	32	72,710.00	72	442,410.00	101	697,530.00
Totals.....	119	\$383,017.55	153	\$699,669.49	185	\$1,116,773.00

Table 2 shows the total amount of the fines collected and the total of all allowances for the three-year period. It reveals that collections have exceeded allowances for each fiscal year during the period. Fees, as provided for under Section 773 of the California Vehicle Code, have provided \$2,794,208.98 in excess of the amount apportioned to school districts for the fiscal years 1953-54 through 1955-56.

TABLE 2

**COMPARISONS OF AMOUNTS OF FINES COLLECTED AND AMOUNTS OF ALLOWANCES PAID IN REIMBURSEMENT FOR DRIVER TRAINING PROGRAM**

Fiscal Years	Collections	Allowances	Excess of Collections Over Allowances
1953-54.....	\$466,444.87	\$383,017.55	\$83,427.32
1954-55.....	2,037,028.14	699,669.49	1,337,358.65
1955-56.....	2,490,196.01	1,116,773.00	1,373,423.01
Totals.....	\$4,993,669.02	\$2,199,460.04	\$2,794,208.98

Table 3 shows the expense reported in each class of account for all school districts, the average amount of expense per pupil trained, and the per cent of the total of all expense by fiscal year.

**TABLE 3**  
**TOTAL EXPENSE OF DRIVER TRAINING PROGRAM, EXPENSE PER PUPIL TRAINED,**  
**AND PER CENT OF EXPENSE BY CLASS OF ACCOUNT**

Account class	1952-53			1953-54			1954-55		
	Expense	Expense per pupil trained	Per cent	Expense	Expense per pupil trained	Per cent	Expense	Expense per pupil trained	Per cent
Certificated Salaries of Instruction.....	\$437,496.92	\$19.40	78	\$893,406.26	\$33.69	82	\$1,439,393.06	\$35.29	86
Other Salaries of Instruction.....	19,224.20	.85	4	31,699.96	1.20	3	24,232.46	.59	1
Other Expenses of Instruction.....	32,468.73	1.44	6	60,886.33	2.30	6	98,477.65	2.41	6
Operation of School Plant.....	30,055.64	1.33	5	35,317.26	1.44	3	27,576.05	.68	2
Maintenance of School Plant.....	16,778.86	.74	3	24,265.94	.91	2	25,645.45	.63	1
Fired Charges.....	23,578.19	1.06	4	43,980.43	1.66	4	62,073.76	1.52	4
Total.....	\$559,902.54	\$24.82	100	\$1,092,556.18	\$41.20	100	\$1,677,398.43	\$41.12	100



### CLAIMS FOR REIMBURSEMENT

Districts may claim reimbursement on forms <sup>1</sup> available from the State Department of Education and distributed by the offices of the county superintendent of schools. Reports are required to be forwarded to the Bureau of School Apportionments and Reports, State Department of Education, Sacramento 14, not later than August 1 of each fiscal year. Allowances based upon expenses shown on these reports are made to school districts as a part of the Special Purpose Apportionment on or before December 10 of each fiscal year.

### EXPENSES AND ALLOWANCES

The excess expense which may be reported for reimbursement purposes is defined by law as the total current expense <sup>2</sup> incurred for instructing pupils in automobile driver training in special classes. Expenses in the following classes may be included on reporting forms: 2—Instruction, 4—Operation of School Plant, 5—Maintenance of School Plant, and 6—Fixed Charges. These categories include the salaries of teachers serving full-time on this program and a portion of the salaries of teachers performing part-time services in the program. Gasoline, oil, repairs, and replacement of automobiles are included. If the automobiles are used for other purposes a fair prorated portion of the replacement expense may be reported. Expenses reported for the replacement of a vehicle used in the driver training program may be computed by a method similar to that used by school districts in computing the replacement expense on replaced school buses.<sup>3</sup> The expense of the initial purchase of an automobile used for driver training may not be reported for reimbursement purposes. Additional insurance required because of the program may be included. Other items which may be reported are expenses for the operation and maintenance of buildings where driver training automobiles are stored or repaired, and fixed charges which are incurred for conducting the classes and which would not have been required had the classes not been maintained. All current expense data reported by districts are required to be supported by records that reflect the expenses incurred for the actual number of pupils trained.

Certificated salaries of instruction accounted for 86 per cent of the total excess expense reported by districts for the fiscal year 1954-55.

The average expense per pupil trained has increased from \$24.82 in the fiscal year 1952-53 to \$41.13 for the fiscal year 1954-55.

The number of pupils trained in 1954-55, a total of 40,784, represents an increase of 81 per cent over the number trained in 1952-53, a total of 22,554.

<sup>1</sup> Report of Excess Expense of Special Classes in Automobile Driver Training, Form No. J-22.2, California State Department of Education.

<sup>2</sup> As defined in *California School Accounting Manual*, Bulletin of the California State Department of Education, Vol. XX, No. 2, March, 1951, p. 71.

<sup>3</sup> Report of Replaced School Bus, Form J-142, California State Department of Education.

Table 4 shows the number of districts which offered the driver training program, the number of pupils trained, the average expense per pupil trained, and the average state allowance per pupil trained for the appropriate three fiscal years.

TABLE 4  
NUMBER OF DISTRICTS OFFERING DRIVER TRAINING PROGRAM, NUMBER  
OF PUPILS TRAINED, AND AVERAGE EXPENSE AND  
ALLOWANCE PER PUPIL TRAINED

	Number of Districts	Number of Pupils Trained	Average Expense Per Pupil Trained	Average State* Allowance Per Pupil Trained
1952-53.....	119	22,554	24.82	-----
1953-54.....	153	26,521	41.20	16.98
1954-55.....	185	40,784	41.13	26.38
1955-56.....	-----	-----	-----	27.38

\* Allowances are based upon expenses reported for the preceding fiscal year.

# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

*Child Care Centers.* The Superintendent of Public Instruction, acting under the authority of Chapter 11 of Division 9 of the Education Code, repealed Sections 138.6, 138.7, and 138.8 and amended Sections 138.1, 138.2, 138.3, 138.5, and 144.2 of Title 5 of the California Administrative Code, relating to child care centers (effective September 24, 1956).

**NOTE:** Revised pages of Title 5, Education, of the California Administrative Code, showing the changes in rules and regulations of the State Board of Education resulting from actions of the Board at this meeting, will be made available by the State Department of Education as reprints from the California Administrative Register.

### APPOINTMENTS TO STAFF

ERNEST P. WILLENBERG became Chief of the Bureau of Special Education on a temporary appointment September 17, 1956, replacing Francis W. Doyle who became Deputy Superintendent of Public Instruction; and Chief, Division of Special Schools and Services on August 31, 1956. Prior to accepting the position as Chief of the Bureau, Mr. Willenberg served from 1948 as Director of Special Education in the office of the Kern County Superintendent of Schools and during these years he also taught classes offered by the Extension Division of the University of California, Los Angeles, and Fresno State College and courses offered during summer sessions at San Francisco State College and at the University of Oklahoma. Mr. Willenberg received his B.A. degree from the College of the Ozarks in 1940, the Ed.M. degree from the University of Oklahoma in 1941, and has since done graduate work in special education at Wayne University and at the University of Oklahoma.

DOROTHY L. MISBACH, who during the past year was head teacher in the California School for the Blind, Berkeley, has been appointed Consultant in Education of Visually Handicapped, Bureau of Special Education. She brings to this position a rich background of training

and experience in teaching children with normal sight, those with partial sight, and the blind. Miss Misbach received the B.S. degree from Boston University in 1943, and the M.S. degree from the University of Wisconsin in 1948, and has done graduate work at Harvard University where she studied the education of the blind and at George Peabody College where she studied the education of partially-seeing children, under the guidance of Mrs. Winifred Hathaway. In all her graduate work she has given major attention to the education of both partially-seeing and blind children.

Her experience includes teaching blind children at Perkins School for the Blind, children with low vision at the Iowa School for the Blind, and being Educational Counselor and Supervisor of Education Services for the blind and partially seeing for the New Jersey Commission for the Blind.

DOROTHY MARIE KNOELL was appointed Consultant in State College Curricula July 16, 1956. Miss Knoell received her A.B. degree from Douglas College, Rutgers University in 1943, her M.A. degree from the University of Connecticut in 1945, and her Ph.D. degree from the University of Chicago in 1948. In doing her graduate work she has specialized in curriculum, measurement, and statistics. Immediately prior to accepting her present position Miss Knoell was Personnel Measurement Specialist, Schools of the Health Professions, University of Pittsburgh. Her experience also includes holding the position as Research Psychologist for the Air Force Personnel and Training Research Center of the Randolph Air Force Base, and such other positions as Research Associate, School of Education, University of Wisconsin, Education Specialist for the United States Indian Service, and Research Associate, Evaluation of Indian School Projects, Department of Education, University of Chicago.

The following appointments have been made in the Bureau of Vocational Rehabilitation:

**Rehabilitation Counselors:** ALBERT BUNIN, BENNETT W. COX, WALTER M. GANZ, and JOSEPH M. LEVY, Los Angeles District; IVAR W. JOHNSON and HAZEL V. ROPER, Sacramento District; BARBARA MCCLENDON, Oakland District.

# Interpretations of Law

## Applicable to Schools

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

### OPINIONS OF THE DISTRICT COURTS OF APPEAL

#### *Liability of School District for Injury to Pupil*

The directed verdict for the defendant school district was improper in a tort action brought against a school district under Education Code Section 1007 for damages to a pupil resulting from the throwing of a knife by a fellow pupil where the evidence showed that the students in a class had been specifically instructed to be careful with tools and not to throw anything; the class was sitting on the lawn in a semicircle around the teacher; and a student was throwing a knife at various times prior to the accident. The jury could have inferred that if the teacher had looked, he could have seen the student throwing the knife at various times during the period prior to the occurrence of the accident. The plaintiff was entitled to any inference which the jury might make that if the teacher had used ordinary care in the use of his powers of observation and his opportunity to observe, he would have become aware of the knife throwing in ample time to put an end to it and, thus, have avoided the accident. "It is not necessary that the employees of a district have actual knowledge of a danger." A plaintiff may recover if there was an unknown peril which, by the exercise of ordinary care under the circumstances, a reasonably prudent person would have discovered. (*Lilienthal v. San Leandro Unified School District, etc.*, 139 A.C.A. 487.)

#### *Indemnity Provision in a School District Lease*

The appellate court reversed judgment for a city which brought suit against a school district for a declaration of the city's rights under a lease to the district of a part of the municipal auditorium, particularly a declaration that the district was required to hold the city harmless from any claims brought by a woman injured as a result of a fall caused by a defect in the walkway providing ingress and egress to the municipal auditorium. The lease was prepared by the city, and by its terms the city leased a part of its municipal auditorium building to the district



for holding the latter's "Annual Spring Music Festival." When the injured woman brought suit against the city, the district refused to comply with the city's demand that the district on behalf of the city defend the action. The basis for the demand was that the indemnity clause in the lease provided that the district save the city harmless against all loss arising out of injuries sustained on the leased premises. The court declared that the lease must be construed strictly against the city, since (1) the city prepared the lease and (2) the indemnity provision purports to indemnify the city against the results of its own negligence. In this instance, the "premises" were the part of the municipal auditorium described in the lease. If the city had intended that the school district should indemnify the city for losses arising from use of the walkway which was the means of ingress and egress, it would have been simple to have included such a provision. Since the city did not do so, the indemnity provision does not apply to the walkway, and the district was not required to hold the city harmless from liability for damages.

(*City of Oakland v. Oakland Unified School District*, etc., 141 A.C.A. 808.)

#### ***Constitutionality of Charter Providing for Levy of City Taxes for School Purposes***

Section 57 of the charter of the City of Berkeley which provides that the council shall assess and collect an annual tax for school purposes in such amount as the board of education shall request, but not in excess of 35 cents per hundred dollars assessed valuation of property in the city, is constitutional. The court issued a peremptory writ of mandate directing the city auditor to issue a warrant on funds realized from tax levies for school purposes pursuant to Section 57, the warrant to be made payable to the county treasury for school purposes. The court refused to issue a writ commanding the levy of such taxes for 1956-1957 since at the time of the hearing it was uncertain whether the board of education would request a levy.

Education Code Section 2201 states that the powers and duties of a board of education in a chartered city are as prescribed by the laws governing the respective city, in this case, the city charter. "Although education in general is a state affair, it may be made a municipal affair in part when the city acts in promotion and not in derogation of the purposes of the state." There is a distinction between taxes of school districts and city taxes for the benefit of the schools. "As to the former, the state law governs; but as to the latter, a chartered city is free to act in furtherance of the policy of the state in favor of diffusion of knowledge and intelligence." (California Constitution, Article IX, Section 1). Education Code Sections 6357 to 6361, inclusive, "do not operate to appropriate the entire field of taxation for the schools to the

state and thus to exclude chartered cities from providing a more generous support to education."

The choice of the plan of assistance is a city affair. When the city charter provides for the board of education to determine necessity for the levy, such a plan will be upheld, although the plan gives the city council, the usual taxing authority, no discretion to make or withhold the levy. The charter sets up an independent procedure, so that the levy is not subject to the ordinary budget controls. (*Berkeley Unified School District v. City of Berkeley*, 141 A.C.A. 915.)

## OPINIONS OF CALIFORNIA ATTORNEY GENERAL

### *Public Liability Insurance Required of School District*

The effect of the 1955 amendment to Education Code Section 1029 is to require, instead of merely to permit, a governing board of a school district to carry insurance against the liability of the district, the members of the board, and the officers, agents, and employees of the district for damages to property or for the death or injury of a person resulting from negligence of the district or its officers, agents, and employees.

In the absence of statutory designation of the amount of coverage, the amount must be reasonable, in view of the circumstances in any specific instance.

All persons, including agents, named in the statute must be included in the coverage, although the interpretation of the word "agent" as used in the statute is not restricted. The word "agent" should be incorporated in the coverage provisions of each insurance policy, since not to include it would violate the statute.

Section 1029 requires that the liability insurance cover the officer, agent, or employee of the district while operating his own vehicle when acting within the scope of his office, agency, or employment.

Section 1029 requires insurance against liability resulting from a "negligent" act, but not from a wilful act.

California courts hold that where a policy provides that it is issued for the purpose of granting the coverage prescribed by a statute, the policy will be interpreted to provide such coverage. The Attorney General, therefore, advises that in the body of a policy, or in an endorsement thereon, purchased by a district for the purpose of compliance with the requirements of Education Code Section 1029, there should be a provision that the policy is entered into and covers pursuant to Education Code Section 1029. (AGO 55-229; 27 Ops. Cal. Atty. Gen. 271.)

### *School Holidays*

Christmas vacation, other than Christmas Day and New Year's Day or the Monday following those days when they fall on Sunday, and

Easter vacation, other than Easter Day, should be considered holidays declared by the governing board pursuant to Education Code Section 8152, regardless of any other name used by the board in lieu of the term "holiday." A governing board cannot, by the simple expedient of using a different term, such as "recess," effectually render Section 8152 inapplicable, and so avoid the payment of teachers' salaries for those days. Christmas and Easter vacation periods have historically been declared as holidays by school boards, and the Legislature intended that they should continue to be considered "holidays" declared by the board. (AGO 56-73; 27 Ops. Cal. Atty. Gen. 281.)

*Constitutionality of Withholding State School  
Moneys for Failure to Use State Textbooks*

Education Code Section 11276 is constitutional, and applicable to all state school money to which a city or district may be entitled over and above the basic state aid of \$120 per pupil in average daily attendance for the preceding fiscal year, or over and above the \$2,400 district minimum required by Section 6 of Article IX of the California Constitution. Section 11276 requires the withholding of 25 per cent of all state school money to which a district is entitled if the district refuses or neglects to use the basic textbooks prescribed by the State Board of Education pursuant to Section 7 of Article IX of the California Constitution. The purpose of Education Code Section 11276, as well as of Sections 11021, 11275, and 11276, is to enforce the use of basic textbooks. The word "use" appearing in these three sections is not so vague as to render the sections unconstitutional. The language of the sections is clear and "when read in conjunction with relevant constitutional and statutory provisions, there is no possibility of misunderstanding the legislative intent that in order to obtain a uniform system of public schools the uniform series of state adopted textbooks shall be actually used in the elementary schools as the basic instructional text." (AGO 56-109; 27 Ops. Cal. Atty. Gen. 304.)

*Improvements on Property Leased by School District*

Where a school district enters into a valid short-term lease for temporary quarters pursuant to Education Code Section 18152, the district has the power, inherent in the power to lease granted by Section 18152, to make such expenditures in connection therewith as are reasonably necessary to protect the health and safety of pupils and to adapt the temporary quarters to school use. The district may not make alterations for mere convenience rather than necessity. Such expenditures could include the removing or installation of partitions, the providing of minimum heating, lighting, and sanitary facilities, and the grading of an area reasonably necessary for a minimum play area. (AGO 56-122; 27 Ops. Cal. Atty. Gen. 336.)

**Off-Campus Centers for State Colleges**

Although there is no specific statutory authority for the maintenance of off-campus centers of instruction, a state college may establish and maintain classes other than on the specific campus at which the college was initially erected when the off-campus center is within the service region of the college and the college conducts courses in such center designed to implement its basic function, namely, the training of teachers. This is true even though the off-campus center is in another county than that where the college is situated. (AGO 56-121; 27 Ops. Cal. Atty. Gen. 348.)

**Contract Prohibited Where Governing Board Member is Member of Co-operative**

There is some question whether a school district may enter into a contract for the purchase of dairy products for a school of the district with a dairy producers co-operative if a member of the governing board, although owning less than 3 per cent of the shares of the co-operative, is a member of the co-operative. Such a contract probably is prohibited by Education Code Sections 1011 and 1011.2(a), not because of the governing board member's ownership of stock, but because of his status as a member of the co-operative, since a co-operative is organized for the financial benefit of its members. The return of benefits to a member of a co-operative depends upon the amount of business he does through the co-operative, and as an individual he may receive benefits through the co-operative not in any way commensurate with his capital contributions. Education Code Section 1011.1, which permits contracts in which a member of the board is interested where there is a full disclosure of the interest, does not apply to a contract between the school district and a member of the governing board of the district (Education Code Section 1011.2(a)). "Considering the co-operative as a trustee for its members, we believe that there is a substantial likelihood that the courts will look through the corporate entity and view the contract as one between the public agency and the board member. In view of the penalty imposed by Government Code Section 1097, we believe that prudent conservatism requires that such contracts also be avoided." (AGO 56-1; 27 Ops. Cal. Atty. Gen. 254.)



Easter vacation, other than Easter Day, should be considered holidays declared by the governing board pursuant to Education Code Section 8152, regardless of any other name used by the board in lieu of the term "holiday." A governing board cannot, by the simple expedient of using a different term, such as "recess," effectually render Section 8152 inapplicable, and so avoid the payment of teachers' salaries for those days. Christmas and Easter vacation periods have historically been declared as holidays by school boards, and the Legislature intended that they should continue to be considered "holidays" declared by the board. (AGO 56-73; 27 Ops. Cal. Atty. Gen. 281.)

***Constitutionality of Withholding State School  
Moneys for Failure to Use State Textbooks***

Education Code Section 11276 is constitutional, and applicable to all state school money to which a city or district may be entitled over and above the basic state aid of \$120 per pupil in average daily attendance for the preceding fiscal year, or over and above the \$2,400 district minimum required by Section 6 of Article IX of the California Constitution. Section 11276 requires the withholding of 25 per cent of all state school money to which a district is entitled if the district refuses or neglects to use the basic textbooks prescribed by the State Board of Education pursuant to Section 7 of Article IX of the California Constitution. The purpose of Education Code Section 11276, as well as of Sections 11021, 11275, and 11276, is to enforce the use of basic textbooks. The word "use" appearing in these three sections is not so vague as to render the sections unconstitutional. The language of the sections is clear and "when read in conjunction with relevant constitutional and statutory provisions, there is no possibility of misunderstanding the legislative intent that in order to obtain a uniform system of public schools the uniform series of state adopted textbooks shall be actually used in the elementary schools as the basic instructional text." (AGO 56-109; 27 Ops. Cal. Atty. Gen. 304.)

***Improvements on Property Leased by School District***

Where a school district enters into a valid short-term lease for temporary quarters pursuant to Education Code Section 18152, the district has the power, inherent in the power to lease granted by Section 18152, to make such expenditures in connection therewith as are reasonably necessary to protect the health and safety of pupils and to adapt the temporary quarters to school use. The district may not make alterations for mere convenience rather than necessity. Such expenditures could include the removing or installation of partitions, the providing of minimum heating, lighting, and sanitary facilities, and the grading of an area reasonably necessary for a minimum play area. (AGO 56-122; 27 Ops. Cal. Atty. Gen. 336.)



**Off-Campus Centers for State Colleges**

Although there is no specific statutory authority for the maintenance of off-campus centers of instruction, a state college may establish and maintain classes other than on the specific campus at which the college was initially erected when the off-campus center is within the service region of the college and the college conducts courses in such center designed to implement its basic function, namely, the training of teachers. This is true even though the off-campus center is in another county than that where the college is situated. (AGO 56-121; 27 Ops. Cal. Atty. Gen. 348.)

**Contract Prohibited Where Governing Board Member is Member of Co-operative**

There is some question whether a school district may enter into a contract for the purchase of dairy products for a school of the district with a dairy producers co-operative if a member of the governing board, although owning less than 3 per cent of the shares of the co-operative, is a member of the co-operative. Such a contract probably is prohibited by Education Code Sections 1011 and 1011.2(a), not because of the governing board member's ownership of stock, but because of his status as a member of the co-operative, since a co-operative is organized for the financial benefit of its members. The return of benefits to a member of a co-operative depends upon the amount of business he does through the co-operative, and as an individual he may receive benefits through the co-operative not in any way commensurate with his capital contributions. Education Code Section 1011.1, which permits contracts in which a member of the board is interested where there is a full disclosure of the interest, does not apply to a contract between the school district and a member of the governing board of the district (Education Code Section 1011.2(a)). "Considering the co-operative as a trustee for its members, we believe that there is a substantial likelihood that the courts will look through the corporate entity and view the contract as one between the public agency and the board member. In view of the penalty imposed by Government Code Section 1097, we believe that prudent conservatism requires that such contracts also be avoided." (AGO 56-1; 27 Ops. Cal. Atty. Gen. 254.)

# For Your Information

## STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held at Long Beach State College, September 13, 14, and 15, 1956.

### *Appointment of Associate Superintendent of Public Instruction*

On nomination by Superintendent of Public Instruction Roy E. Simpson, the Board reappointed Jay Davis Conner as Associate Superintendent of Public Instruction and Chief of the Division of Instruction for the four-year term beginning November 15, 1956.

### *Approval of Proposals for School District Organization*

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4781 to 4991) and the recommendations of the Division of Public School Administration, the Board approved the following proposals:

*Formation of a union elementary school district in El Dorado County*—A proposal of the augmented El Dorado County Committee on School District Organization that an election be held in the Cold Springs, Coloma, Gold Hill, Springvale and Uniontown elementary school districts to determine whether the voters wish to form a union elementary school district of these five existing districts.

*Formation of a unified school district in Imperial County*—A proposal of the augmented Imperial County Committee on School District Organization that an election be held to determine whether the voters of the San Pasquel Union Elementary District and the Bard Elementary School District wish to form a unified school district.

*Formation of a unified school district in Yolo County*—A proposal by Yolo County Committee on School District Organization, as augmented for the study of the Washington Union School District, a component of the Woodland Union High School District, that an election be held to determine whether the voters in the area wish to form a unified school district to be known as the Washington Unified School District.

### *Approval of Organizations for School District Memberships*

In accordance with Education Code 4861, the Board approved the following organizations for which memberships for schools may be paid from school district funds for the school years 1956-57, 1957-58, and 1958-59. Whenever, during this period, there is a change in the constitution, charter, bylaws, or purposes of any such organization it is subject to the requirement that it notify the Department of Education immediately.

**California Junior College Association***President:* Dr. Calvin C. Flint, President, Monterey Peninsula College*Secretary:* Henry T. Tyler, Modesto Junior College*Headquarters Address:* Route 5, Box 419, Modesto, California**California Association of Adult Education Administrators***President:* Kenneth S. Imel*Secretary:* Carl H. Read*Headquarters Address:* 1620 West Main Street, Alhambra, California**California Association of Public School Business Officials***President:* M. A. Hesse*Secretary:* Fred H. Lance*Headquarters Address:* Glendale Unified School District, 411 E. Wilson Avenue, Glendale 6**National Association of Secondary-School Principals, A Department of the National Education Association***President:* George L. Cleland, Secondary-School Consultant, State Department of Education, Topeka, Kansas*Executive Secretary:* Paul E. Elicker*Headquarters Address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.**The Association for Supervision and Curriculum Development, A Department of the National Education Association***President:* Robert S. Gilchrist*Executive Secretary:* Rodney Tillman*Headquarters Address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.**Department of Audio-Visual of the National Education Association***President:* L. C. Larson*Executive Secretary:* Floyd E. Brooker*Headquarters Address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.**National School Boards Association, Inc.***President:* Dr. Taylor T. Hicks, Prescott, Arizona*Executive Secretary:* William A. Shannon, Chicago, Illinois*Headquarters Address:* 450 East Ohio Street, Chicago 11, Illinois**Granting of Credential to Applicant Whose****Previous Credentials Had Been Revoked**

In accordance with the provisions of Section 201 (m) of Title 5 of the California Administrative Code, the Board considered the application for a General Secondary Credential by Mila Margaret Pishney Gorney, whose previous credentials were revoked October 6, 1955. On recommendation of a hearing officer, the Board granted Mrs. Gorney a General Secondary Credential.

**Revocation of Credentials for Public School Service**

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates indicated:

<i>Name</i>	<i>Revocation effective</i>	<i>By authority of Education Code Section</i>
Churchill, George Norman	June 29, 1956	12754
Mayfield, Ray C.	July 11, 1956	12754
Crandall, Frances Jane	July 25, 1956	12754
Gayton, Edythe	September 13, 1956	12752

### **Changes in Rules and Regulations**

**Supervision Credentials.** Acting under the authority of Education Code Sections 112 and 12142, the Board repealed Articles 45, 47, 48, 50, 54, and 55 of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, effective September 14, 1958; and added Article 50.1 to the same Subchapter, effective September 15, 1957. Article 50.1 reads as follows:

#### **Article 50.1. The Supervision Credential**

464. **Definitions.** "Field" as used in Article 50.1 means the special subject or field named in the basic credential held, such as, but not limited to, physical education, librarianship, and education of exceptional children.

"Grade level" as used in Article 50.1 means the grade level named in the basic general teaching credential held, such as kindergarten-primary, general elementary, junior high, general secondary, and junior college.

465. **Appication.** An applicant for the supervision credential shall comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

(a) Possession of a bachelor's degree granted by an institution accepted for credentialing purposes by the California State Board of Education, and a valid regular California credential.

(b) Verification of desirable personal characteristics for supervision by two persons who have been associated with the applicant in a school administrative or supervisory relationship within the past five years.

(c) Verification by an accredited institution or the chief school administrator, of a minimum of five years of successful public school service which the institution or school administrator certifies as constituting an adequate basis for supervision. Criteria to be taken into account in this verification shall include such items as:

(1) Leadership in education as demonstrated by superior teaching, participation in activities such as curriculum development, individual counseling, community work, teachers' organizations, supervision of student teachers, and by being selected by teachers and administrators for special responsibilities.

(2) Breadth and variety of experience such as elementary teachers having served at both the primary and the more advanced grade levels, or a librarian having served as a classroom teacher as well as in the library.

(d) Twenty-four semester hours of postgraduate work of upper division or graduate level concurrent with, or subsequent to, public school service, except that an applicant who holds the vocational arts teaching credential may substitute work on the undergraduate level when that work is offered in a special program approved for this purpose by the California State Department of Education. In either case, this preparation shall include work in each of the following areas:

(1) Philosophy, methods and materials of applicant's basic credential field with emphasis on how to help teachers in that field. In service fields requiring work at both elementary and secondary levels where no basic credential is authorized, the preparation shall include philosophy, methods and materials, with emphasis on how to serve teachers through that service area.

(2) Techniques of supervision.

(3) The dynamics of human behavior.

(4) Group processes.

(5) The skills of communication.

(6) Curriculum development.

(7) Community activities, including field practice in agencies especially interested in children and youth.

(8) The instructional aspects of school plants and equipment, including planning and utilization.

(9) School finance and school law.

(10) The responsibility and relationships of teachers, administrators, supervisors, and members of governing boards in the organization of the school system and in the profession.

466. *Authorization for Service.* The supervision credential authorizes the holder to supervise instruction in the field or on the grade level for which he holds a regular valid basic credential. The holder of the supervision credential is authorized to supervise on any grade level, nonteaching certificated personnel and personnel in all service fields where no basic credential has been established.

467. *Term.* The supervision credential may be issued for a term of two years. The supervision credential may be renewed for a five-year period when the applicant submits a statement from the chief school administrator under whom he has served as a supervisor giving evidence of successful supervisory experience.

In no case shall the expiration date of the initial supervision credential or a renewal of a supervision credential exceed the validity of the renewal of the basic credential.

#### **Appointments to State College Advisory Boards**

In accordance with Education Code Sections 20361-20368, the Board confirmed the appointment or reappointment by Director of Education Roy E. Simpson of members of the advisory boards of seven state colleges, to serve for terms ending September 30, 1960, unless otherwise noted.

##### **CHICO STATE COLLEGE ADVISORY BOARD**

C. W. McClung, 3580 Sunset Drive, Redding

Dr. John S. Chace, Alturas

C. L. Peckinpah, Quincy

##### **HUMBOLDT STATE COLLEGE ADVISORY BOARD**

Chester W. Connick, Vice President, Bank of America, 334 F Street, Eureka

Kirk Cooper, General Manager, Roddiscraft Plywood Corporation, Arcata

Gordon Manary, Vice President and General Manager, Pacific Lumber Company, Scotia

William T. Patton, Manager, Hughes Chevrolet Company, 14th and N Streets, Fortuna

##### **LONG BEACH STATE COLLEGE ADVISORY BOARD**

Llewellyn Bixby, Jr., Bixby Land Company, Security Building, Long Beach

Harry Buffum, President, Buffum's Department Store, Pine and Broadway, Long Beach

Ross A. Shafer, Consultant in Land and Water Problems, Tustin

##### **SACRAMENTO STATE COLLEGE ADVISORY BOARD**

Richard A. McGee, Director, State Department of Corrections, Sacramento 14

The Right Reverend Noel Porter, Bishop of the Episcopal Church, 2600 Capitol Avenue, Sacramento 16

W. C. Huntley, R. D. Box 129, Clarksburg (term ends September 30, 1958).

##### **SAN DIEGO STATE COLLEGE ADVISORY BOARD**

Harry E. Calloway, President, Thearle Music Company, 640 Broadway, San Diego 1

Carl M. Escnoff, First National Bank Building, Suite 727, San Diego 1

Mrs. Vivian E. O'Toole, 1830 Third Avenue, San Diego 1

##### **SAN FRANCISCO STATE COLLEGE ADVISORY BOARD**

G. Stewart Brown, Manager, Public Relations Department, Standard Oil Company of California, 225 Bush Street, San Francisco

Mrs. Paul Eliel, 2423 Leavenworth Street, San Francisco

Mrs. Edward H. Heller, 219 Atherton Avenue, Atherton

George W. Johns, Secretary AFL Labor Council, 2940 16th Street, San Francisco

##### **SAN JOSE STATE COLLEGE ADVISORY BOARD**

B. Floyd Farr, United Broadcasting Company, Radio Station KEEN, San Jose

George H. Burchill, 2235 The Alameda, Santa Clara

Warren B. Reilly, Robinson and Sons Furniture Company, San Jose



## CALIFORNIA INDUSTRIAL ARTS AWARD WINNERS ANNOUNCED

During the summer, 134 students in California schools, ranging in age from 13 to 18 years, were named cash award winners in the 1956 Ford Motor Company's tenth annual Industrial Arts Awards. California winners received more than 17 per cent of the cash prizes awarded in the nation-wide competition.

In the IAA finals there were over 5,000 entries. Most of these were previously selected from 40,000 entries at 41 regional competitions held earlier.

Seven students from the industrial arts programs in California schools were named outstanding achievement award winners. In addition to cash prizes, these students and their instructors received three-day, expense-paid trips to Detroit. The name, school, grade, division of project entry, project, and instructor for each of the students follows:

William Neil Elliott, Placer Union High School, Grade 10, Woodworking Division, TV table, Mervyn D. Brown.  
Paul Locke, Benjamin Franklin High School, Los Angeles, Grade 10, Graphic Arts Division, calendar, Ivor T. Krantz.  
Milford Harrison, Palms Junior High School, Los Angeles, Grade 8, Electrical Division, low voltage transformer, J. Harvey Seiple.  
William Campbell, North Hollywood Junior High School, Los Angeles, Grade 9, Graphic Arts Division, silk screen printing, Douglas C. Beaton.  
Paul Ehrlich, Napa Junior High School, Grade 9, Ceramics Division, mugs and popcorn bowl, C. O. Vaaler.  
Rex M. Montgomery, Castlemont High School, Oakland, Grade 10, Electronics Division, oscilloscope, Nicholas Saba.  
William Volkmar, Whittier High School, Grade 11, Electronics Division, oscilloscope, Jack Michie.

California students also received 16 first prizes, 17 third prizes, 15 fourth prizes, 59 honorable mentions, three creative design prizes, one ingenuity prize, and 125 place awards.

The 7th and 8th grade industrial arts pupils of E. B. Mattson at the Hoover Elementary School in Redwood City received more awards than were received by pupils in any other single shop program in California. Mr. Mattson's pupils received 14 prizes ranging from first prize to place award.

## PRACTICAL APPLICATIONS OF LAW

The State Bar of California, 2100 Central Tower, San Francisco 3, offers to send to any teacher in the state, upon request, copies of the weekly advance proofs of two newspaper columns, "Law in Action" and "Law in the News," which are now being distributed through 365 newspapers and to 600 schools. The Freedoms Foundation of Valley Forge gave the George Washington Award to the columns in 1955 for their comprehensive explanations of the workings of the law, in practical language.

## CALIFORNIANS IN EDUCATIONAL EXCHANGE PROGRAM

Nineteen Californians are included in the 1956-57 program of teacher exchange and seminar study arranged by the United States Office of Education, as part of the International Education Exchange Program of the Department of State.

A total of 100 American teachers are exchanging positions this year with an equal number of teachers from the United Kingdom. In addition, 56 Americans will exchange assignments with teachers from Australia, Austria, Belgium, Canada, France, Germany, Italy, The Netherlands, New Zealand, and Norway. One-way assignments include 103 American teachers in foreign countries, and 16 teachers from foreign countries in United States classrooms.

The following Californians are taking part in the program as exchange teachers:

Mary A. Barrett, Walteria School, Torrance, and Mrs. Rachel V. Bozarth, Rincon Valley Union School, Santa Rosa, exchanging with Canadian teachers. Walter F. Bava, Sequoia Union High School, Redwood City, exchanging with an Italian teacher.

Thelma M. Carder, Portola Junior High School, El Cerrito, and David J. Stern, Claremont High School, exchanging with teachers from The Netherlands.

Joan Bruce, Hillview School, Menlo Park, exchanging with a teacher from Waihi, South Auckland, New Zealand.

Non-exchange assignments include the following:

John M. Dennis, Stockton College; Manug K. Terzian, Balboa High School, San Francisco; and Sophia Vlamis, San Leandro High School, teaching in Greece.

John Plakos, Sutter Junior High School, Canoga Park, teaching in India.

Janice A. Kulgren, Turlock High School, teaching in Japan.

Robert W. Crippin, Verdugo Hills High School, Tujunga; Louie R. Sarracino, East Los Angeles Junior College, Los Angeles; and Richard L. Wing, Wilson High School, Long Beach, teaching in The Netherlands.

Mrs. Iva W. Kellogg, Woodrow Wilson High School, Los Angeles, and Mrs. Carol J. O. Neumeier, San Bernardino High School, teaching in Syria.

Gerald E. Martin, Chaffey College, Ontario, was one of the teachers selected to participate in a special German seminar at Goethe Institute, Munich, West Germany.

Mrs. Lura A. Gray, Gardena High School, and Ruth L. Jennings, Berkeley High School, were members of a group of American teachers who took part in a seminar held at the American Academy in Rome, Italy.

## ACCREDITED CORRESPONDENCE SCHOOLS

The National Home Study Council, a standard-setting agency for private home study schools since 1926, has announced the accreditation of 25 correspondence schools. Through its Accrediting Commission, the Council can provide the public with reliable information on reputable home study schools. *The Home Study Blue Book* listing courses offered by correspondence schools which meet the standards required by the National Home Study Council can be seen at most public libraries and high schools. A list of accredited schools can be obtained from the National Home Study Council, 1420 New York Ave., N.W., Washington 5, D. C.

## REPORT ON PRISONERS OF WAR

The Bureau of Secondary Education of the State Department of Education has made available a limited number of copies of *POW—The Fight Continues After the Battle*, a bulletin recently published by the office of Armed Forces Information and Education, Department of Defense. The bulletin is a report on prisoners of war, by the Advisory Committee to the Secretary of Defense, and with the addition of one chapter, has been issued to members of the armed forces under the title of *The U. S. Fighting Man's Code*. The bulletin may be used effectively as a classroom aid, particularly in those areas of instruction devoted to American institutions and ideals. Copies may be obtained by writing to the Bureau of Secondary Education, State Department of Education, Sacramento 14, California.

## AMERICAN FOLKLORE MATERIAL

The national Conference American Folklore for Youth offers mimeographed essays, bibliographies, and an American folklore map, at cost, for the use of teachers and librarians. Articles on the folk roots of American literature, and a wide range of titles relating to many phases of folklore are available in pamphlet form, at 5 to 25 cents each. The wall-size map of American Folklore and Legends is available at 50 cents each, or three for a dollar. Orders for materials may be sent to Elizabeth Pilant, National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana.

## ANNUAL HIGH SCHOOL PHOTOGRAPHY CONTEST

The twelfth annual National High School Photographic Awards contest for 1957 has been announced by Eastman Kodak Company. Open to students throughout the United States and its possessions, the contest recognizes achievement in photography with a total of \$5,000 in prizes, and certificates of merit. A selection of the winning photographs will be made to form a traveling exhibition for school use. The competition, which has been placed on the approved list of national contests by the National Association of Secondary-School Principals, is open to all students in grades 9 through 12.

Primary qualifications are that the pictures must have been taken by the students themselves, since April 1, 1956, and must not have been previously entered in any national contests. Entries will be judged in four classes: (1) school activities; (2) people; (3) pictorials; and (4) animals and pets. Entries can be sent in between January 1 and March 31, 1957. Winners will be announced in May, 1957. Full information may be obtained from the National High School Photographic Awards, 343 State St., Rochester 4, New York.

## SCHOOL VISITS TO STATE CAPITOL

The Joint Legislative Committee on School Visits will furnish guided tours during the coming session of the California Legislature. The 1957 General Session, which may not exceed 120 calendar days, will convene on January 7, 1957. Immediately after the bill introduction period a constitutional recess of not less than 30 days will occur, usually the latter part of January and most of February. There will be no guided tours during the recess period.

Schools desiring student guided tours should make reservations through the Co-ordinator of the Joint Legislative Committee at least one month in advance of their proposed visit. A tour schedule will be set up to provide guides for all classes. Reservations should be made on forms that will be available from the committee after December 1, 1956. Reservation forms and information may be obtained by writing to Mrs. Flora Gilliam, Co-ordinator, Joint Legislative Committee on School Visits, Room 1160, State Capitol Annex, Sacramento 14.

## CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. A list of events scheduled for the school year 1956-57 was published in the September issue of *California Schools*. Notices of the following have been received since publication of the October issue:

Date	Organization and Event	Place
November 10, 1956	Northern California Continuation Education Association, Planning Conference	San Francisco
November 17, 1956	California Council for Adult Education, Fall Conference	Whittier Adult School, Whittier
April 13, 1957	Northern California Continuation Education Association, Annual Conference	San Jose

# Professional Literature

## PUBLICATIONS RECEIVED

- ADAMS, GEORGIA SACHS, and THEODORE L. TORGERSON. *Measurement and Evaluation for the Secondary-School Teacher*. New York 19: Dryden Press. Pp. xiv + 658. \$5.75.
- BYRD, OLIVER E. *Family Life Sourcebook*. Stanford, California: Stanford University Press, 1956. Pp. x + 372. \$4.50.
- Catholic Colleges and Schools of the United States*. A Directory of Catholic Colleges and Schools. Washington, D. C.: National Catholic Welfare Conference, Department of Education, 1956. Pp. 156.
- CHESNEY, LESTER WILLARD. *School Board Handbook*. Topeka, Kansas: League of Kansas Municipalities, 1955 (second edition). Pp. 172. \$5.00.
- Common Sense in School Lighting*. Washington 6: The American Association of School Administrators, A Department of the National Education Association of the United States (1201 Sixteenth St., N.W.), 1956. Pp. 24. \$0.50.\*
- Educational Aids for Schools and Colleges: 1956-57 Catalog*. New York 17: Education Department, National Association of Manufacturers (2 East 48th Street), 1956. Pp. 24.
- GRAY, WILLIAM S., and ROGERS, BERNICE. *Maturity in Reading: Its Nature and Appraisal*. Chicago 37: University of Chicago Press, 1956. Pp. xii + 274. \$5.00.
- HERRICK, JOHN H. *From School Program to School Plant*. A Discussion of Problems of Planning School Buildings. New York 17: Henry Holt & Co., Inc., 1956. Pp. xiv + 482. \$5.50.
- JERSILD, ARTHUR T. *When Teachers Face Themselves*. New York 27: Bureau of Publications, Teachers College, Columbia University, 1955. Pp. x + 170. \$3.25.
- MEIGS, CORNELIA LYNDE. *What Makes a College? A History of Bryn Mawr*. New York 11: Macmillan Co., 1956. Pp. viii + 278. \$5.00.
- MOUSTAKAS, CLARK E. *The Teacher and The Child: Personal Interaction in the Classroom*. New York 36: McGraw-Hill Book Co., Inc., 1956. Pp. xiv + 266. \$4.50.
- RICHMOND, W. KENNETH. *Socrates and the Western World: An Essay in the Philosophy of Education*. New York: Citadel Press, 1955. Pp. 214. \$2.50.
- SANDS, LESTER BRUTON. *Audio-Visual Procedures in Teaching*. New York 10: Ronald Press Co., 1956. Pp. viii + 670. \$6.00.
- Selection and Guidance of Gifted Students for National Survival*. A Report of the Twentieth Educational Conference, New York City, October 27-28, 1955, held under the auspices of the Educational Records Bureau and the American Council on Education. Edited by Arthur E. Traxler, American Council on Education, Washington, D. C., 1956.
- Standard Sports Areas: For Industrial, School, Private and Public Recreation Leaders*. Revised. Chicago 1, Illinois: National Industrial Association (203 North Wabash Avenue), 1956. Pp. 64.
- Trends in School Planning*: Fifth Annual School Planning Institute, 1955. Jon S. Peters, editor. Stanford, California: Stanford University Press, 1955. Pp. viii + 120. \$4.00.
- WRIGHTSTONE, J. WAYNE. *Evaluation in Modern Education*. New York 3: American Book Co., 1956. Pp. xii + 482. \$5.00.

\* Discounts on quantity orders.



# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

Term Expires  
January 15

William L. Blair, President, Pasadena	1960
Wilber D. Simons, Vice President, Redding	1960
Byron H. Atkinson, Los Angeles	1957
Dr. Mabel E. Kinney, Los Angeles	1958
William N. Bucknam, Ceres	1959
Thomas J. Mellon, San Francisco	1958
Max Osslo, San Diego	1957
James Mussatti, San Francisco	1958
Mrs. Eva C. Noland, Salinas	1960
William G. Werner, Alameda	1959

Ray E. Simpson, Secretary and Executive Officer

## STAFF

(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

### SUPERINTENDENT OF PUBLIC INSTRUCTION

Ray E. Simpson, Superintendent of Public Instruction and Director of Education

Laurence D. Kearney, Administrative Adviser

Donald W. Parks, Field Representative

Mrs. Jane Hood, Assistant to the Superintendent, 807 State Building, Los Angeles 12

George H. Hogan, Deputy Superintendent; Chief, Division of Departmental Administration

Francis W. Doyle, Deputy Superintendent; Chief, Division of Special Schools and Services

Jay Davis, Associate Superintendent; Chief, Division of Instruction

J. Burton Vasche, Associate Superintendent; Chief, Division of State Colleges and Teacher Education

Frank M. Wright, Associate Superintendent; Chief, Division of Public School Administration

ADMINISTRATIVE SERVICES, Bureau of, Marion B. Sloss, Chief

ADULT EDUCATION, Bureau of, George C. Mann, Chief

AGRICULTURAL EDUCATION, Bureau of, Byron J. McMahon, Chief

AUDIO-VISUAL EDUCATION, Bureau of, George Ormsby, Acting Chief

BLIND, FIELD REHABILITATION SERVICES FOR THE, Bernice McCrary, Supervising Field Worker,

515 Van Ness Avenue, San Francisco 2

BUSINESS EDUCATION, Bureau of, R. C. Van Wagenen, Chief

CHILD CARE CENTERS, John R. Weber, Supervisor

CHILD WELFARE AND ATTENDANCE, E. R. Deering, Consultant

CREDENTIALS, Herschel S. Morgan, Credentials Technician

DEAF, EDUCATION OF THE, Charles W. Watson, Consultant

EDUCATION RESEARCH, Bureau of, Henry W. Magnuson, Chief

ELEMENTARY EDUCATION, Bureau of, Helen Heffernan, Chief

ELEMENTARY TEXTBOOK DISTRIBUTION, B. E. Claypool, Supervisor

FIRE TRAINING, Thomas S. Ward, Special Supervisor

GUIDANCE, Bureau of, Wm. H. McCreary, Chief

HARD OF HEARING, EDUCATION OF THE, Mrs. Vivian S. Lynndelle, Consultant

HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, Bureau of, Carson Conrad, Chief

HOMEMAKING EDUCATION, Bureau of, Mrs. Dorothy M. Schnell, Chief

INDIAN EDUCATION, E. R. Deering

INDUSTRIAL ARTS EDUCATION, Robert L. Woodward, Consultant

INDUSTRIAL EDUCATION, Bureau of, Samuel L. Fick, Chief

LIBRARIES, Division of, Mrs. Carma R. Zimmerman, State Librarian, Library and Courts Building,

Sacramento

MENTAL HYGIENE, Eli M. Bower, Consultant

MENTALLY RETARDED, EDUCATION OF THE, Eli M. Bower and Flora M. Daly, Consultants

PEACE OFFICERS TRAINING, John P. Paper, Special Supervisor

PHYSICAL EDUCATION, Genevieve Dexter, Consultant

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